



Research on the Present Situation of Middle School Teachers' Disciplinary Power and Implementation Countermeasures

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Abstract. In the development of modern junior high school education, educational punishment is a necessary means in education and teaching. However, due to the exaggeration of social media and the promotion of unequal understanding of punishment by parents and teachers, teachers have a low sense of professional belonging, and the phenomenon of "Buddhist Education" appears in the actual exercise of the right of educational punishment. To a certain extent, this has led to the abnormal development of educational punishment and the weakening of the educational significance of educational punishment. It is not conducive to the development of junior high school education. In this regard, this paper uses the methods of literature research and questionnaire survey, selects the middle schools in the urban area, takes the junior high school teachers as the research object, conducts investigation and research on the situation of junior high school teachers exercising the right of education punishment, conducts in-depth analysis, and puts forwards constructive countermeasures in order to better promote the development of junior high school education.

Keywords: Junior high school education; Education and punishment; Counter-measure

1 Introduction

Teachers' disciplinary power is the power given by the state to teachers to manage students according to law. It is a necessary means and legal authority for teachers to perform their educational and teaching duties. It reflects the legitimacy of teachers' exercise of educational disciplinary power, and also reflects the educational purpose of "punishing with education and punishing with love". It is of great practical importance to improve the current school education situation in which "the right to punishment is neglected and education management is weak" [1-2].

Chinese scholars have not paid much attention to education discipline for a long time, and some scholars have limited research scope. However, with the promotion of quality-oriented education and the reform of basic education curriculum in China, the

society pays great attention to the issue of teachers' punishment, and the education department has also put forward the requirements of clarifying teachers' educational punishment rights and promoting the legislation of educational punishment right [3-4]. In many foreign countries, the research on teachers' disciplinary power mainly focuses on the legislative level and has formed a relatively complete implementation system of education disciplinary. In terms of value recognition, teachers are basically considered to have the right and obligation to educate and punish students [5].

This research mainly investigates the status of junior high school teachers' cognition of teachers' disciplinary power through empirical research, deeply understands the core problems of junior high school teachers' cognition of teachers' disciplinary power, analyzes and explores the deep-seated causes of these problems, and then puts forward relevant suggestions that can promote junior high school teachers' correct and reasonable understanding of teachers' disciplinary power, so that junior high school teachers can effectively exercise their disciplinary power. This research mainly uses the literature research method and the questionnaire survey method, taking the junior high school teachers as the research object, to investigate the current situation of teachers' disciplinary power, including the selection of teachers' disciplinary methods, the consideration of disciplinary implementation procedures and the disciplinary effect. This study uses SPSS data statistical analysis software to collate and analyze the survey data, supplemented by interview materials, to explore the current situation and key problems of junior high school teachers' understanding and application of teachers' disciplinary power.

2 Theoretical interpretation of teachers' disciplinary power

The implementation of educational punishment is positioned in the educational practice and is a necessary educational means in education and teaching. The subject of implementing education punishment is the government and its administrative departments, schools and their staff, which are closely related to education and teaching activities, and the object is the educated. Some scholars believe that education punishment is based on the premise of not damaging and effectively safeguarding students' reputation rights, personal rights and personal dignity. Punishment is only a means, and discipline is the end. Punishment is mainly punishment, supplemented by discipline. The purpose of punishment is to correct students' violations of discipline, prevent students' violations of discipline from happening again, and achieve good guidance for other students by establishing the standardization and authority of discipline. In addition, the content of education punishment is also specified in the rules of junior high school education punishment. Punishment in education is defined as "the educational behavior by which schools and teachers manage, discipline, or correct students who violate rules and disciplines based on the educational purpose, in order to encourage students to take warning, understand, and correct mistakes." Therefore, the significance of education punishment lies in the fact that when students commit behaviors that violate discipline or

morality, schools or teachers should punish students' anomie behaviors reasonably and legally, so as to avoid the recurrence of anomie behaviors [6-7].

However, there is no such statement about the right to education as punishment at the beginning. Through studying some rules and regulations of primary and secondary schools, it is found that in the process of normal management of education and teaching, class teachers or teachers are given the right to allow students to be educated by appropriate means. Therefore, combining the educational regulations with the educational practice situation, the educational disciplinary power is matched with the specific identity and status of teachers. Education, as a national public affair, has educational disciplinary power, which is a kind of compulsory power given by the state to manage students in education and teaching management. It is also a kind of professional management right [8]. There are also provisions that students who affect the education and teaching order should be criticized and educated or appropriately punished. This concept of educational disciplinary power has sparked a societal call for educational disciplinary power legislation to protect the legitimate rights of teachers and students [9-10].

In the management of education and teaching, teachers are faced with students of different ages. They are in the process of physical and mental development, especially primary school students. They are weak in self-management ability, vulnerable to other people's influence, and have large emotional fluctuations. Therefore, they are easy to make some abnormal behaviors. As teachers shoulder the sacred mission of educating people, they can not let students' Misconduct go unchecked, because teachers' right to discipline is not only the right of teachers, but also the responsibility of teachers. In order to cultivate a student's sound personality and excellent quality, we should correctly guide the misconduct of primary school students and appropriately punish their behavior according to certain norms, so that they can realize the wrongness of their own behavior from an ideological level and consciously correct it.

3 Investigation and Study on Teachers' awareness of disciplinary power

In modern society, educational punishment is a sensitive topic for middle school education. As a result, people from all walks of life are calling for increased educational and punitive legislation. Although the government has promulgated relevant legal regulations on education punishment power from the legal level after widely soliciting social opinions, is the author familiar with the legal rules on education punishment power for middle school teachers working in the front line? How can teachers apply educational punishment in practice after the relevant policies are promulgated? What doubts and problems are there in the process of exercising the right of education and punishment? Therefore, the middle schools in the urban area were selected to investigate and study the situation of junior high school teachers exercising the right of education punishment. Through understanding the current situation and problems faced by junior high school teachers in the policy background of promoting the legislation of

education punishment right, the in-depth analysis and constructive countermeasures were put forward.

This study focuses on the current situation of junior high school teachers in urban areas exercising their right to education punishment against the policy backdrop of promoting education punishment legislation. In the preparation stage of this paper, according to my own research needs on the right of education punishment, the paper studied and analyzed relevant works, relevant legal documents, master's degree and doctoral degree and academic papers in journals, which laid a certain theoretical foundation for the field investigation of the current situation of junior high school teachers exercising the right of education punishment. Then, through the method of questionnaire survey, we can understand the current situation of junior high school teachers' exercise of educational disciplinary power under the policy background of promoting the legislation of disciplinary power, collect the views and suggestions of educational stakeholders such as schools, teachers, parents and society on the exercise of educational disciplinary power, and conduct objective research and analysis, with a view to reaching scientific conclusions.

We selected 100 junior high school students according to different standards such as school scale and environment, teaching quality, and the number of students and teachers. After collecting the questionnaire, the data were analyzed and processed with EXECL software. The teacher questionnaire investigates the basic situation of junior high school teachers from three aspects: age, education background, and teaching experience. This ensures the universality of the collected data. See Table 1 for details.

Table 1. Statistics of investigators

Investigation items	Option	Sample capacity(number)	Proportion
Age	Under 25 years old	10	10%
	25-35 years old	5	5%
	35-45 year old	8	8%
	Over 50 years old	15	15%
Educational background	Specialty	9	9%
	Undergraduate	10	10%
	Master degree or above	5	5%
Teaching experience	Less than 10 years	8	5%
	10-20 years	20	20%
	More than 20 years	10	10%

Note: Original by author

In terms of the questionnaire, a number of choices were made on "the way teachers exercise the right of education and punishment", as shown in Table 2.

Table 2. Statistics of the ways in which teachers exercise the right of education and punishment

Disciplinary methods	Proportion
Write review	24%

Verbal criticism	25%
Penalty copying operation	15%
Use a ruler	9%
Stand by and listen to lectures	17%
Copy the shift rules	4%
Others	6%

Note: Original by author

It can be seen from the daily investigation of the selected junior high school teachers on the disciplinary methods of students that the disciplinary methods of teachers are still various. The largest proportion is oral criticism, and the smallest proportion is copying the class rules. Most teachers still want to conduct education first through the simplest way, and then conduct physical punishment.

4 The implementation strategy of teachers' disciplinary power

4.1 Further refine and standardize the methods and intensity of teacher discipline

In the existing junior high school education discipline rules, the concept, implementation scope and principles of education discipline are clearly defined, and three types of education discipline measures and seven types of improper discipline behaviors are explicitly prohibited. However, after the investigation, it was found that some teachers were still disappointed with the existing relevant regulations. Some of the rules lacked operability in practice and could not accurately and clearly define that students' violations of discipline were minor, serious or serious. Teachers were still unable to fully exercise their right to disciplinary punishment. For example, if a student swears in class, how can we define whether this behavior is mild or severe? In addition, students who violate minor acts will be punished by verbal criticism or review. What if the student refuses to correct himself after repeated education? What should we do? Even some students have become accustomed to the teacher's repeated mild disciplinary measures. In the process of punishment, too frequent use of ineffective punishment means is bound to intensify the relationship between teachers and students and cause contradictions between home and school. Therefore, we should further refine and standardize the way and intensity of teacher discipline. For example, the education Punishment Law of South Korea stipulates that teachers can use a ruler with a length of not more than 100 cm and a thickness of not more than 1 cm. It even stipulates that girls should be hit five times on their calves and boys should be hit ten times on their calves; Singapore's education Punishment Law stipulates that teachers have the right to use cane to punish students who violate the rules, but the object is limited to boys, the part is limited to the palm and buttocks, and the witness must be present. After the punishment, a written report shall be written and parents shall be informed immediately. The legal provisions of foreign countries such as South Korea and Singapore on Teachers' exercise of disciplinary power have given good enlightenment to the government to further promote the

improvement of the legislative content of educational disciplinary power in practice. First of all, for students of different ages, the specific operating procedures of the right of education punishment are clarified in the form of specific cases, and the scope, methods and strength of teachers' exercise of the right of punishment are standardized. In particular, junior high school teachers are facing minors who are in a period of physical and mental development. In particular, it is necessary to further refine and standardize the scope, methods and intensity of teachers' discipline on students. The purpose of exercising the discipline power is mainly to help students develop good behavior habits. Secondly, the way and intensity of exercising the right of punishment should also fully consider the physical and mental development characteristics of junior high school students, such as the longest time of punishment and the amount of copying work. Finally, it is necessary to clarify the students' right to know about the punishment, and have the right to be informed why they are punished before receiving the punishment, so as to protect the legitimate rights and interests of students and parents from being infringed.

4.2 Strengthen the educational disciplinary function of educational administrative departments

According to the existing junior high school education discipline rules, the competent education department shall perform the duties of guidance, support, evaluation, and supervision in the implementation of education discipline in schools and teachers. However, through investigation, it is found that the functions of education administrative departments in education and punishment have not been fully played in practice. The education administrative department is an important gateway to publicize and implement national education policies and regulations, and also a leader in promoting school education. Strengthening the educational disciplinary function of educational administrative departments can better implement the rules and regulations of educational disciplinary, and further promote and supervise the construction of school educational disciplinary system. First, organize schools to study and train the relevant education disciplinary rules issued by the Ministry of education, carefully read and implement the responsibilities and requirements of the relevant rules for the education administrative departments and schools. Secondly, under the guidance of the existing junior high school education discipline rules issued by the Ministry of education, the implementation measures and guarantee system of education discipline under the administrative department of education shall be formulated, and the schools shall be required and encouraged to build an education discipline system in line with their own school conditions and academic conditions under the guidance of the measures and guarantee system. Finally, a full-time education and discipline department shall be established to be responsible for the guidance, support, supervision and evaluation of the construction of the education and discipline system of each school. In addition, the education administrative department should include the construction of the education disciplinary system in the school's year-end assessment and evaluation, and also include the teachers' exercise of the education disciplinary power as the teachers' Moral Management in the teachers' performance assessment and evaluation. On the one hand, it is conducive to

supervising the schools and teachers to exercise the educational disciplinary power reasonably and legally to safeguard the legitimate rights and interests of parents and students.

4.3 Promotion, education, punishment, laws and regulations publicity

While improving the laws and regulations of education and punishment through summing up practical experience, it is also necessary to strengthen the study of the laws and regulations of education and punishment, from the education administrative departments and schools to teachers, students and parents, so that the whole people can learn and know the laws and regulations of education and punishment. The state may authorize the mainstream media to carry out a special column on education and punishment laws and regulations. It may also include education and punishment laws and regulations into the national civil servant legal knowledge examination question bank and the national teacher qualification certificate examination. The education administrative department may carry out special training sessions on education and punishment laws and regulations or specify education and punishment laws and regulations as the necessary training content for teachers' continuing education. The school has stipulated in the education and punishment law that the home school association must publicize the contents of the school. It can also encourage the community to publicize and organize the community personnel to study the education and punishment laws and regulations. In this way, the public can be guided to construct an objective understanding of education punishment from the legal level, form a correct social education value consciousness, and understand and support the educational behavior of schools and teachers.

5 Conclusion

As a necessary means to maintain school education and teaching, educational punishment is in a missing position in the actual education and teaching due to the influence of humanistic educational value concept, the exaggeration of educational punishment behavior by social media and the deviation of parents' understanding of educational punishment. In the actual education and teaching, teachers have encountered many problems in exercising the right of educational punishment. In view of such problems, this paper first reviewed and sorted out the literature and policy documents related to education discipline, and summarized the research results of education discipline at home and abroad, so as to find theoretical value and practical significance for teachers to exercise the right of education discipline. Then select a representative middle school in the urban area to carry out a survey of the current situation of junior high school teachers' exercise of the right of education punishment, and investigate the actual problems in the form of questionnaires, and objectively analyze the reasons behind them. Finally, from the government and schools and other levels, it puts forward some countermeasures with operational value for junior high school teachers to reasonably exercise the right of education punishment, so as to promote the implementation of the right

of education punishment, and thus promote the development of junior high school education. Of course, the entry point of the research in this analysis is still relatively single, and there is no investigation and research at the student level, which can be improved in further research in the future.

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